

Merging into the Highway of Teaching Teen Living Part I

Scope and Sequence for Teen Living

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Unit One: Personal Development

- ~ Developmental Tasks
- ~ Roadblocks
- ~ Self Concept
- ~ Self Esteem
- ~ Personalities
- ~ Values

Day One: Intro to Teen Living

Candy Bar Intro and Brain Teaser Trivia

Day Two: Disclosure

I introduce Tell Alls and cover sheet (Tell Alls - warm up questions and cover sheet is where they write down the activities we will be doing that day along with point values) I then go over the class disclosure and we correct the trivia

Day Three:

Teens vs. cookies and license plates

Day Four: Developmental Tasks

I define and explain the developmental tasks through video clips.

Havighurst's Developmental Tasks Video Clips

1. Develop mature relations with peers of both genders.
 - ~ Harry Potter Chamber of Secrets scene 36
2. Adopt a socially approved gender role.
 - ~Mr. Mom when the dad is doing the laundry and trying to juggle all the activities in the house.
3. Accept your body as it is and make the most of what you have.
 - ~Roxanne when Steve Martin is in the bar and someone insults him then he comes up with better insults.
4. Become emotionally independent from your parents and other adults.
 - ~ My Other Sister when the daughter moves into her own apartment.
5. Prepare for marriage and family life.
 - ~My Best Friends Wedding when they are walking down the aisle.

6. Select and prepare for a career.
~Mrs. Doubtfire when Robin Williams is playing with the dinosaurs and using voices.
7. Adopt priorities in keeping your personal goals and society's expectations.
~ Mr. Holland's Opus when the student want to give up the clarinet.
8. Adopt a socially responsible behavior.
~ Willy Wonka (old version, scene 28) when they are in the inventing room.

Day Five: Roadblocks

I begin the lesson with an activity from Tom Jackson's books called "First Time". I tell the students that we are going to play a game, but they are only playing against themselves. The students will be writing their name as many times as they can in one minute. The goal is to improve each round, there are three rounds. However, the third round I instruct them to switch their hands. The kids complain that there is not way that they can do this, but the usually can get one or two names out. Then we talk about why it is so hard for them to do the third round comparing it to being a teenager. I then use the information that is in the curriculum for roadblocks, but turned the reading guide into a power point presentation along with the questions.

If there is time, I have the students draw me a map of their lives. I tell them not to focus on just the negative things, but also how you got to be here.

Day Six: Self Concept/Self Esteem

I have used the play dough activity from the curriculum for this concept, but never seem to get it right. However, last semester I used an activity from Tom Jackson's book, called "I didn't know". This seemed to work better. The students are given a set amount of time to speak with other students in the class. Each time someone new shares something, it has to be different than what they previously shared. Then each of the students write what they learned in their notebooks. Once the given time is up, the students return to their desks and shares what they learned about their peers. We then discussed how it makes us feel to share information about ourselves.

We then discuss the vocabulary words: self esteem, self concept, high self esteem and low self esteem. Then if there is time remaining I use the "How Strong is my Self Concept" quiz in the curriculum.

Day Seven: Self Esteem

We listen to Mattie's Smile from the curriculum. As the students are listening, using a T chart they write down their perception of Mattie's self esteem (Positive/Negative). As a class when then discuss the students perception.

I then ask them about things that build themselves up. Students who would like to share out loud I call on breathing into a balloon a little puff of air. Then I tie it off (explaining that we really don't tie our self esteem off, but for demonstration purposes we need to). I show them the big needle, this is what brings our self esteem down. Again I ask the students to think of what brings them down and share it with the class. As I do so, I gentle stick the needle into the balloon, trying not to pop it. As the balloon is almost all the way through, I ask the student who is in control of the needle. They respond that I

am and gently take it out. We then discuss how as individual I am in control of my self esteem balloon and needle.

The students end this lesson with building someone else's self esteem. I have the students write a thank you card for anyone who works at our school. I wrote to Stampin' Up, who donated supplies for this activity. I supply them with the paper and stamps. I then have them turn them into me and I get to play post woman and deliver them to the teachers boxes.

If there is time, I have the kids draw a roller coaster with five ups and five downs. They label the ups with things that bring up their self esteem and the downs with things that bring them down.

Day Eight: Self Concept/Self Esteem

We watch The Great Love Experiment video. I found a copy on Amazon. I have them answer video guide questions while they are watching.

Day Nine: Personalities

I ask the students to draw a tree. I give them five minutes to draw what ever kind of tree that they would like. I then give them the personality assessment from their tree. I have attached the information. I have them write down five of their items that they want to remember.

We then listen to "The Blocks of Marble" from the curriculum. I then ask if anyone has ever seen the real like Statue of David. We discuss how Michelangelo could have chosen another piece of marble, but it wouldn't have turned out the same.

I then give them a t-shirt to be a creator of a masterpiece. They design a t-shirt to express their personality.

Day Ten: Values

We begin the class with an activity that is called "Say It" from Tom Jackson's book. It is like Simon says, but a little different. There are three rounds. In the first round, the students follow my arms and say the direction that they are going. Second round, the students move their armsthe same directions that you do, but say the opposite. Third round, the students say the direction that you move your arms, but they move their arms in the opposite direction.

We then go over the vocabulary words: value, intangible and tangible values. I use the "Value Inventory" that is in the curriculum.

Day Eleven: Wrap up and Quiz

Teen Living Disclosure

Teacher: Ms. Stevenson

Classroom: C-26

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Phone: 646-5154



A. Course Description

This course is designed to prepare teens for personal, family and social challenges by teaching and implementing strategies that promote positive social interactions. This course addresses issues that includes self concepts, family and peer relationships, substance abuse, personal loss, dating dynamics, teen pregnancy and child abuse. Emphasis is placed on personal responsibilities, critical thinking and taking charge of one's own life.

B. Behavior Expectations

Each student has the right to learn. During class discussions and personal time, I expect that you are on task and utilizing your time wisely. In order to learn you will need to **bring a notebook (spiral or three ring binder), and a pencil or pen to class everyday**. Students will be docked two participation points if you choose not to bring your materials to class each day.

C. Assignments

You will be given daily notes to be written your notebook. This will be handed in at the end of every unit for grading. Along with other assignments for that unit. If you choose not to turn in your notebook on the due date, **you will receive no score for the assignment and will not be able to make it up !!**

There will not be a lot of homework given, so class assignments are important. Class assignments will be listed in your notebook. If you are absent, you will need to check with a buddy, then come to speak to me about the assignment or notes that were given. **If you miss a day, you have one week to make up the class assignment or test.** If you are absent the day the notebook is due, you will need to turn it in the following class period. **Late projects** will be taken up to one week after they are due, however they will be docked **ten percent per day**.

There will be one test per term. This test will consist of all notes and discussions in the class up through the end of each term. Notes can be used on the test. At the end of each unit, there will be a quiz.

***** A baby assignment** is given toward the end of each semester. First semester in December – Second semester in May. You must have a baby doll for this project, no longer than 20 inches long. No stuffed animals are allowed. Savers or Deseret Industries are great places to obtain dolls at an inexpensive price. *******

D. Grading Scale

Your grade will be divided into three parts. 1. Tests/Quizzes =33% 2. Participation=33% and 3. Assignments=34%. Grades are based on the following percentages:

A: 100 - 90% B: 89- 80 % C: 79- 70% D: 69- 60% Below 60% is failing

E. Participation and Citizenship

Each student is given five points a day for participation in class discussion. Participation includes: bringing required materials to class, staying awake, not doing homework, coming to class on time, participation in the class discussions and not disrupting other students. Points will be deducted for an infraction of the responsibilities, this also includes tardies, which will be ten points for each tardy.

Granite School District guidelines will be followed in the classroom. Each student begins the term with 4 citizenship points. The number of points remaining at the end of the term determines the final grade. **Citizenship points are based on following class expectations, behavior, attitude and arriving to class before the tardy bell rings.**

Superior	4 = 0-1 Tardy	Poor	1 = 4 Tardies
Good	3 = 2 Tardies	Failure	0 = 5 Tardies
Satisfactory	2 = 3 Tardies		

F. Hall Passes

You will be given three hall passes for this term. You will be given a sheet with the passes *once you have turned in your signed disclosure*. It is your responsibility to keep track of them. Each time you need to use the pass you will give one from your sheet to me, however the hall pass may not be used the first fifteen minutes and the last fifteen minutes of class. If you don't use all three, you may turn **two** of them in at the end of the term for extra credit.

G. *Responsibilities* – Eisenhower's School Wide Expectations also apply.

We are a community in our classroom. As a community we have some responsibilities to follow which will enable us to be successful. Here are your **responsibilities** in our community:

1. Be in your seat when the bell rings with your materials ready to learn.
2. Work efficiently as an individual or a team. Follow directions, stay on task and complete your assignments. Do not disturb other students.
3. Be respectful to everyone and everything. No inappropriate language, behavior, or gestures.
4. Please leave gum, mints, food, soda, notes and grooming out of the classroom.
5. ALWAYS CLEAN UP!

Consequences:

- 1- Verbal Warning
- 2- Student conference with Ms. Stevenson
- 3- Kitchen Patrol (after school detention with me)
- 4- Phone call home
- 5- Referral to Vice Principal

H. *Etiquette Night Field trip*

More information will be coming, but you have the opportunity to go on Eisenhower's Etiquette Night field trip.

My disclosure and notebook will be due on: _____.

My son/daughter _____ and I have read the disclosure and understand what will be expected in the class.

Student Signature

Date

Parent Signature

Date

Contact Information

Home Phone: _____

Work: _____

Parents Email Address: _____

Please return this whole paper. If you would like a copy, let me know. Thanks!
Ms. Stevenson

